Course Overview
This course uses a cognitive apprenticeship approach to the teaching of English. This approach involves making thinking visible for students as they learn to read and critically interpret both fiction and non-fiction texts and communicate their ideas in discussion, writing, and other media. The ultimate goal is to help you, the educator, learn to leverage the resources students bring to the classroom and design lessons to help students become independent readers and writers who can fully participate in and enjoy the world of texts that surround them. We'll explore these questions:
- What should we teach in English?
- How do we, as English Language Arts teachers, design instruction to help students become engaged and effective producers and consumers of language?
- How do we design instruction to meet the needs of diverse students and the demands of different contexts?

Course Expectations
This course is designed to create a collegial culture in which we can all learn from one another. To that end, please come to class having completed the readings for that session and be prepared to participate in online activities and discussions. Candidates are expected to demonstrate the same level of professionalism as demanded of any credentialed teacher with respect to management, communication, and integrity. Our collective engagement in class activities and discussions will facilitate our individual and communal learning. In the case of absence (for illness or family emergency or a job interview), contact your instructor at least 24 hours before class and complete work missed due to absence. Because the course will be online, please make sure your computer is fully charged; you have reliable internet; and you are in a space where you can learn without distraction. Thank you for keeping the lines of communication open!

Course Meeting Time
The course is slated for 3:30-6:20 p.m. every Tuesday from March 30 to June 1. We will meet via Zoom for a portion of that class time (about 1.5-2 hours), and leave the additional time for asynchronous learning and/or optional office hours. My hope is that this will help manage the Zoom fatigue!

Course Assignments
Assignment #1: Student Think and Read Aloud Due 4/20/21
Assignment #2: Classroom Discussion Analysis Due 5/18/21
Assignment #3: Writing and Language Final Assignment Due 6/1/21

Grading
My expectation is that everyone will achieve mastery of the material taught in the course. To that end, I will invite you to revise and resubmit assignments in a timely manner if mastery is not the outcome upon the first submission. The other major component of the grade is engagement during class time. Please read
each week’s reading carefully and fully before coming to class and have it readily accessible during each class. Knowing how much you are all juggling this spring, I have intentionally chosen readings that are meaningful and manageable to ensure this elective is both enjoyable and doable! Please reach out if you need extra assistance with an assignment, or need an extension.

**Students with Documented Disabilities**

Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations.

**Honor Code**

1. The Honor Code is an undertaking of the students, individually and collectively:
   a. that they will not give or receive aid in examinations; that they will not give or receive unpermitted aid in class work, in the preparation of reports, or in any other work that is to be used by the instructor as the basis of grading;
   b. that they will do their share and take an active part in seeing to it that others as well as themselves uphold the spirit and letter of the Honor Code.

2. The faculty on its part manifests its confidence in the honor of its students by refraining from proctoring examinations and from taking unusual and unreasonable precautions to prevent the forms of dishonesty mentioned above. The faculty will also avoid, as far as practicable, academic procedures that create temptations to violate the Honor Code.

3. While the faculty alone has the right and obligation to set academic requirements, the students and faculty will work together to establish optimal conditions for honorable academic work.

**Violations of the Honor Code**

Examples of conduct that have been regarded as being in violation of the Honor Code include:

- Copying from another’s examination paper or allowing another to copy from one’s own paper
- Unpermitted collaboration
- Plagiarism
- Revising and resubmitting a quiz or exam for regrading, without the instructor’s knowledge and consent
- Giving or receiving unpermitted aid on a take-home examination
- Representing as one’s own work the work of another
- Giving or receiving aid on an academic assignment under circumstances in which a reasonable person should have known that such aid was not permitted

**COURSE CALENDAR**

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings for this class (complete before class)</th>
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| Class 1: 3/30 | Introduction & Domain of Reading:  
- What should we teach in English class?  
- Why the Cognitive Apprenticeship approach?  
| Class 2: 4/6 | Domain of Reading:  
- How is the Reading Apprenticeship approach an extension of Collins’ Cognitive Apprenticeship?  
- How should teachers facilitate learning to read complex literary texts with structures and strategies? | Schoenbach et. al. (2012). The Reading Apprenticeship Framework. Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary an College Classroom. San Francisco: Jossey-Bass. Chapter 3 and Chapter 7 (skim as desired; see posts about sections to read) |
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<tr>
<th>Class</th>
<th>Date</th>
<th>Domain of Reading</th>
<th>Reading Resource(s)</th>
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| 3     | 4/13 | - How might an affective reading approach move students from comprehension to interpretation?  
| 4     | 4/20 | - How does a critical lens approach support student identities as critical and reflective readers?  
- How do teachers create a community of engaged readers with independent choice? | Assignment #1 due  
Healy, M. (2019, February) Schools are Using Diverse Authors and Titles to Spark Student Interest in Reading. NSBA.  
| 5     | 4/27 | - How do teachers facilitate student uptake of complex texts? | Excerpts from Punching the Air Ibi Zoboi and Yusef Salaam (pgs. 39)  
| 6     | 5/4  | - What is the writing process?  
Kris Gutiérrez: "A Comparison of Instructional Contexts in Writing Process Classrooms with Latino Children" (p. 2269) |
| 7     | 5/11 | - What types of writing genres should teachers teach?  
- How should teachers approach writing in their content area (both argumentative and creative)? | Graff & Birkstein (2006). They Say, I Say: The Moves That Matter in Academic Writing (6 pages)  
| 8     | 5/18 | - How should teachers and peers provide feedback on student writing?  
- How can teachers support students in scaffolding their writing? (5 stages on page 20) | Assignment #2 due  
| 9     | 5/25 | - How do we affirm students’ right to their own language while providing access to multiple forms of expression (including standard academic English)?  
- How should teachers approach the teaching of grammar? | Assignment #3 due  
Kinloch, Valerie Felita. (2005). Revisiting the Promise of Student Right to Their Own Language: Pedagogical Strategies. NCTE.  
| 10    | 6/1  | Planning at the Unit Level:  
- How should teachers backward plan conceptual units in English?  
- Sharing of final assignment and appreciations | Assignment #3 due  